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**ROMEIKE & CURTICE,**

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Address of Journal.....

*Parents and Children*, by Charlotte M. Mason (Kegan Paul and Co., 8vo, pp. xii. 429, 6s.), a sequel to "Home Education," by the same author, seeks to impress upon parents their responsibilities and duties in the early training of children, both as regards the formation of habit and the awakening of the intellectual and spiritual sides of their nature. The essays contain much sound doctrine, but they would have gained greatly by compression. Much that is said must be obvious to any reflective parent, and the unreflecting parent will scarcely be persuaded to grapple with so formidable a volume.

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Extract from *Sydney Why Teleg*  
Date 20 - J 3 - 189

Addressee of Journal

A useful treatise on education of a general rather than technical nature, is "Parents and Children," by Charlotte M. Mason (Kegan, Paul, and Co.), a copy of which is forwarded by Messrs. Angus and Robertson. This collection of essays, which forms a sequel to the same author's "Home Education," contains many which have already appeared in the "Parents' Review," and were addressed from time to time to a body of parents who are making a practical study of the principles of education—the "Parents' National Educational Union." "Home Education" was really the means of originating this union of parents. Mrs. Mason is pleasantly free from dogmatism of any kind. At the same time she believes in a definite school of educational thought, of which the two main principles are the recognition of the physical basis of habit, i.e., of the material side of education; and of the inspiring and formative power of the Idea, i.e., of the immaterial, or spiritual, side of education. "The Latin Kingdom of Jerusalem" from 1099 to 1291 A.D., by Lieutenant-Colonel C. R. Conder, LL.D., R.E., etc., etc., is published by the committee of the Palestine Exploration Fund. Here we may find, traced in simple but expressive language, the curious social conditions resulting from the establishment of a feudal society amid Oriental surroundings, as well as the growth of civilisation during two centuries of Latin rule.

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PARENTS AND CHILDREN

"Education is an atmosphere, a discipline," according to Matthew Arnold, and it is this atmosphere which we have endeavored to furnish with this distinctiveness. Mr. Mason has published a number of articles in the press, in which he also approves of the method of education, the treatment of the immature problem as which he sees it, and the results obtained. The typical children of the present day are the assumption of superiority, and their belief in the rightness of their own opinions. A 10-year-old boy who, when his grandmother called him to the table at the first meal, answered that she had not the right to do so, was probably the slightly older uncles who wished he was in higher, though he had not yet attained the age of 10. This is the spirit of the present age. It may be said that in looking at children "clown" or "saintlike," this was necessary to do. Mr. Mason's girls have a decidedly gay tint. But the boys, though they are not all "gentlemen," are, as would doubtless observe that children are the most amiable, and withal the most interesting, creatures that exist.

you can form a habit in a child of some minute value that a gift of him, or his time, probably force her to add that a few days of opposing influence are often enough to eradicate the best qualities of a child's character. Solomon, no royal road, was his own master, which a child may stay in life, has been discovered. Step by step the old adage, leading to learning in life, "A child is a parent to a man," all his Kings and Queens of England at three. John Stuart Mill may have been right, but rather inclined to think that a child, with penitence, with a wholesome license, "The Parents' National Education Union," to which belongs the motto, "The best education for all," includes an excellent institution, and there are many parents who feel that they must combine

\* Parents and Children. A Sequel to "Home Education".  
By Charlotte M. Mason. London: Kegan Paul, Trench,  
Trübner, and Co. (Limited).

"Put the children! They must grow up open the book. There never was a period in their lives when they are more likely to learn than now. The time is short. There is a time when they are most apt to worthy acquirements. That time is now. The spirit of innocence" repeated that studied in poetry, in history, in science, in art, in music, in literature, of readers who will demand literature—that is the fit and proper time for the young to learn and profit by it. Perhaps a certain formula for the time and gifts of life. A happy family would be welcome in such case and happy a young person who can sing his schoolbooks and repeat them in a perfect manner. It is perhaps in some respects fortunate that the children of the present day do not read *head books*, and "lighten their heads" with *lighty news lightly gotten*. Still, this sort of reading probably does not interfere with the natural character of those who are to be the parents of the future. I have seen, consider her volume with a picture of the *Emersonian* head.

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Address of Journal

**PARENTS AND CHILDREN.**

"Education is an atmosphere, a discipline, a life," wrote Mr. Matthew Arnold, and it is to show how home life may bring into harmony with this dictum that Mrs. Mason has put this book together. It is, however, by no means clear that she succeeds in solving the main conditions of the intricate problem to which she has addressed herself. She has sketched the typical children of the present day, and their assumption of separateness, and their belief in their own superiority. Everybody knows the three-year-old boy who says 'I am the papa-papa,' and I suppose that is a natural enough instinct. I suppose the slightly older youth who wished he was in the army, and the still older who, when he had to offer, is a rarer specimen of the infantine mind. Mrs. Mason has nothing that would call *'classe a ses lunettes'* and nothing at all that would *'note de quelle couleur ou sont les verres.'* Mrs. Mason has a good deal to say about the child, and then, as she confesses, she is not a parent. If it were not for this disclaimer, I believe many parents would be inclined to peruse the pleasant discourse that "in a mother's heart there is room for a child of such infinite value that a gift to him of £1,000,000 in postage stamps would be a mere trifle." This is a specimen of the ingenuity of the author in comparison; some experience would probably teach her that a few days of opposing influences are often enough to neutralise the effects of six months' work. Since the time of this book, however, she has been married, by which a child may start in life where his father left off. Step by step the old ladder to learning has still to be爬上去, and the author may know all his Kings and Queens of England or those of Jaffa Street. Still may boast a fair knowledge of Greece and Rome, and a desire to regard each priggin with a wholesome horror. The "Parental National Education Union," in which Mrs. Mason has recently been elected a vice-president, excels in institutions, and there are many parents who feel that they must combine if

"*Parents and Teachers A Temperate Education.*"  
By Charlotte M. Mason, A.R.C.A., Argos Park, Dulwich,  
London, and Co. [London.]

they are to deal effectively with the rising generation. But in education, as in gardening, it does not always pay to follow the leader. To dig in a glass frame or to pull it up repeatedly in order to see if it has rooted. To place a child under a tree, and to let him sit there, and to observe, and to formulate opinions upon them, may get dangerously near to making us forget that he is a child. Mrs. Mason's book is a good one, though in shape of a family doctor, who is as skilful in medicine as in physical diagnosis. One gets rather tired of the name, who has written so much, and is writing, that her child draws on his imagination for his facts, and who, though she thinks unutterable horrors of his wife because she has a bad temper, and his son has a fit of the sulks. But Mrs. Mason is judicious in her advice, and a child given to lying should be reprimanded to the best of his power, in order to supply that imaginative element which is present in every child. An anxious parent often asked a learned man what he would do in a similar case. "Make a horribile of him when he goes to bed, and don't worry," was the answer, which really was not very good. In the first year's time the child's imagination had settled in, and the mother's fears had become more accurate, and this desire for verbal admonition has led to the creation of a really conscientious child who is made miserable by the consciousness of his own creature, and by the infants' imitation of his example. Mrs. Mason's book comes from under her eyelids to see the effect she is producing on the world. "Parents and Teachers" is frank and earnest, simple of life, robust, commanding, and a general system of taking no notice, as well as a good deal more. But Mrs. Mason forgets that even a mother has other duties than besides counting her child's heart-beats and supervising his health. Maternal supervision is neither practicable nor desirable. Now can we argue the majority of parents naturally to do their duty in the training of their offspring, say most kindly, and then they will understand the assertion that "conscience is the best teacher." There is a latent provision in our physical condition to be born free by the birth of a potent idea, and the first development of which is to be looked for as an epoch in children's lives. Her interesting art in the house, however, is what all educated persons will appreciate. She is not acknowledging the impossibility of putting it into practice, but by this and wacky stories-films-graphs are not to be forgotten. And the drawings, too, with literature. Here also is another example as it is impossible to conceive of perfection.

For the children? They must grow up from the hand of the author, and the author from the hand of the children. The author formulates that the children of the present day are "light-skinned, with them it is 'lightly come lightly gone,' and they have 'no bones in their guttus.' Still, this sort of reading probably gives a good impression on the character of those who are to become parents. Mrs. Mason concludes her volume with a picture of the "Parents and Teachers" of which we need only say that it does not load the reader with a mass of information, but, rather, on the contrary, is of enormous service in its practical application of the numerous advanced "Newtonian" theories of education. The book contains some valuable suggestions for those interested in the higher training of the rising generation.